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EDITORIAL.

AN ELEMENTARY EDUCATIONAL MAGAZINE.

IN July, 1900, there appeared a new educational magazine entitled the *COURSE OF STUDY*. Its purpose was "to present in theory and practice a full exposition of the work of the Chicago Institute in the academic and pedagogical schools." This exposition was to be "continuous and to consist of a monthly record of the work done in all grades and departments, prepared by the teacher of the grades and departments." At the close of the year the title was made more inclusive, becoming the *ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY*. The school itself was transferred to a new position and became the University of Chicago School of Education. In the second year the school and the magazine suffered a severe loss in the death of Colonel Parker. The faculty carried on its work with untiring zeal until the close of the year. At the beginning of the third year it takes up its work under the leadership of Director John Dewey.

The term "Elementary School Teacher" is so broad in its application that it has been decided to omit "Course of Study" from the title, although the magazine will present, as heretofore, a full exposition of the course of study in the School of Education. The scope of the magazine will be enlarged somewhat, including not only the constructive plans of the members of the faculty of the School of Education, but also the projects and conclusions of other men and women who are giving special attention to subject-matter in the curriculum, or to school management. The journal will be a clearing-house for those who are moving along modern lines in attacking the problems of the course of study and of mind in its early stages of development.

It is not only those engaged in elementary teaching who can contribute toward the solution of its problems. The specialist in teaching is no longer the narrow-minded student limited to a narrow view of a small section of his subject. Such has been the influence of the theory of evolution on scholarship that the specialist must know his subject all through the stages of its development from its beginnings to its highly developed state. And if he be a scholar in the broadest sense of the term, he must know something of the phases which appeal to mind in the various stages of racial evolution and individual development. These two conditions make the specialist eminently fit to advise with teachers in the different departments of the school, ranging from the kindergarten to the university and to speak on the questions: What shall be the subject-matter? and, How shall it be handled in the elementary period of school life? The hosts of teachers thronging the summer schools,

the institutes, and the universities during the long vacation furnish ample testimony of the desire of the elementary teacher for the point of view and the results of investigation of those who are specializing. Many who are attempting to move in harmony with the time-spirit are handicapped by the uncertainties and the puerilities in the suggestions offered them in print and in teachers' meetings. A magazine should afford the scholar a means of presentation and the teacher a means of discussion that cannot be found elsewhere.

The elementary teacher who is busy in the schoolroom, the specialist who is garnering the rich harvests in the laboratory and the study, the super-intendent who is a teacher and a student, have common interests which can be best advanced by bringing to bear upon them the experience and the scholarship of all classes of workers. Full and free presentation and discussion of a subject can be best secured, not in a single article, but in many articles which are the products of the thought and experience of different types of workers. To comprehend all of the conditions involved in one educational question is far more valuable in the solution of other questions than to have a lot of fragmentary notions that have been obtained by nibbling in desultory reading. The method of the teacher will be scientific when the data furnished by educational leaders are presented and treated scientifically. May not one safely assume that the time has come when an educational magazine can promise its readers a treatment of the questions in educational psychology, in subject-matter, and in school management in accord with the method of science?

There are many important questions in school management open to discussion. No one of them is more pressing than that which involves the relation of the kindergarten and the primary school. There are teachers ready and competent to throw light upon the problem of the kindergarten and the lower primary grades. They have given much thought to the question of the kind of occupations best fitted to aid in the continuous development of the affections and sympathies, the memory and judgment, of children between the ages of four and eight years. During the coming year both kindergartners and primary teachers will express themselves in the *ELEMENTARY SCHOOL TEACHER* on these vital questions.

Many teachers in the kindergarten, the primary and the grammar schools—all of whom are included in the term "elementary-school teacher"—will appreciate an opportunity to view questions concerning their work, not only from the standpoint of those within the precincts, but also from that of those without. The theories and constructive plans presented by the faculty of the School of Education, together with the contributions by specialists in subject-matter and in school management, will enable the *ELEMENTARY SCHOOL TEACHER* to offer that which will be conducive to the development of power in educational thinking and doing.

ELLA F. YOUNG.